



CONSCIOUS YOUTH BEHAVIOURS.  
IN EMERGING REALITIES

Non-formal education practices:

# Sexting

R2 CYBER TOOLKIT



Co-funded by  
the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

#8	<b>SAY NO</b>
<b>Threat(s)</b>	Sexting
	Sexting, the act of sending or receiving sexually explicit messages, photos, or videos primarily via mobile phones but also on other digital devices and platforms, has gained significant attention from researchers, educators, and lawmakers. This behaviour ranges from suggestive texts to explicit media and raises concerns, particularly when involving minors, due to potential legal implications, privacy breaches, and psychological impacts. Legal ramifications vary across jurisdictions, particularly regarding under-age participants, illustrating the intricate relationship between technology, sexuality, and legal frameworks.
<b>Typology</b>	<i>Critical analysis of online content</i>
<b>Duration</b>	2 x 45 minutes
<b>Modality</b>	<i>In-presence [classroom setting]</i>
<b>Aim</b>	This lesson gives students an opportunity to recognise that online sexual coercion and extortion of children is a crime, to raise awareness of safe online communication and promote help-seeking and reporting. This lesson gives students an opportunity to further explore how technology is used to manipulate young people in incidents of online sexual coercion and extortion and will encourage students to develop responses to protect themselves online.
<b>Learning Objectives</b>	<ul style="list-style-type: none"> <li>• Students will be able to understand and define online sexual coercion and extortion, and will begin to consider how they can protect themselves online and the steps that can be taken when young people are affected by this crime.</li> <li>• Students will be able to identify how online sexual coercion and extortion occurs and how it affects young people emotionally, and respond in an empathetic and effective manner.</li> <li>• Students will be able to identify how online sexual coercion and extortion occurs from a technological perspective and how young people can respond safely and effectively.</li> </ul>
<b>Trainee profile</b>	Age 13-17 years
<b>n° participants</b>	Ideally up to 20 participants, or students of a maximum of one class.
<b>Materials</b>	<p>Film SAY NO,  Link here: <a href="https://www.europol.europa.eu/operations-services-and-innovation/public-awareness-and-prevention-guides/online-sexual-coercion-and-extortion-crime">https://www.europol.europa.eu/operations-services-and-innovation/public-awareness-and-prevention-guides/online-sexual-coercion-and-extortion-crime</a></p> <p>Room with access to digital devices (e.g. tablets, laptops, phones) can capture student responses on relevant worksheets using a variety of web-based tools (e.g. Padlet, Mentimeter, etc).</p>
<b>Preparation</b>	<p>This 10-minute video portrays two teenagers, a boy George and a girl Anna, being exploited online by a criminal organisation for financial gain and by an individual online sexual offender seeking further sexual material, respectively. The video includes advice as to how such crimes may be reported to law enforcement and how to avoid falling victim in the first place. The #SayNo! campaign was launched in 2017 by European law enforcement to provide advice to those who have been, or are likely to fall victim to online sexual coercion and extortion and to strengthen reporting and support mechanisms.</p> <p>Sexting, the process of sending sexually explicit photographs via mobile phones, is a phenomenon that many teenagers have embraced. This is unfortunate as sexting can</p>

	<p>have serious repercussions including losing control of your photos, becoming involved in bullying and even legal prosecutions. Learning how to effectively say no to sexting will help keep you safe and happy.</p> <p><i>Saying No to Sexting</i></p> <p>It may seem like saying no to sexting should be easy, but with peer pressure it can be hard to walk away from something if you believe that everyone else is doing it. If you feel you are not able to say no and leave it at that, consider blaming others for forcing you to turn down such opportunities. Say your parents check your phone or social media accounts, that you've seen the situation turn sour for others or that you simply have more respect for yourself than to let others have such control over yourself. Whatever you choose to say, say it with conviction and don't feel you have to explain yourself to others. Saying no is the right choice.</p>
<p><b>Implementa- tion</b></p>	<p>Introduction: (10 minutes) Explain to students that today's lesson will explore how young people can be manipulated by someone they have met online, focusing on Anna's story. The lesson will also consider the emotions involved in incidents of online sexual coercion and extortion and how they can impact on young people.</p> <p>Play the video: (11 minutes)</p> <p>Work in groups: (10 minutes)- Warning Signs.(see in annex)</p> <p>Divide students into four small groups. Two groups will deal with Anna's communication and 2 groups with George's communication</p> <p>This activity will allow students to identify what Mark said and did that were warning signs of his true intentions. This will raise awareness of safe and unsafe online communication among students. Take feedback from each group and reference information from the full Say No!</p> <p>Discussion: (9 minutes)</p> <p>Explain to students that today's lesson will explore how they can be young people manipulated by someone they met online focusing on Anna's and George's story. This lesson will cover how the technology is used in cases of sexual coercion and online blackmail and how to respond and communicate safely online. (see Annex)</p> <p>This activity will provide students with the opportunity to practise safe online communication and develop responses to protect themselves online.</p> <p>Read each one as you receive feedback messages and ask students to voluntarily share their answers with the whole class.</p> <p><b>The next lesson</b></p> <p>This activity may be suitable for a one-hour class.</p> <p>Randomly distribute 3 cards of 3 colours to the class and ask students to stand with one of these cards for each statement.</p> <p>Give students a set of three cards – green, amber and red. Alternatively, many school journals have these cards printed on pages and they can be used for the activity.</p> <p>Work in small groups - (30 minutes) divide the students into small groups of 2 students. Let them discuss each question for at least 5 minutes and then pick up a card to challenge the teacher.</p> <p>Clarification of unclear information - (15 minutes) - This activity encourages students to think about their learning and is an instant assessment of how well the class has understood the lessons. It will also highlight areas that may need clarification or further attention and information.</p> <p>To allow students to evaluate and express how confident they are that they have understood the core concept and met the learning outcomes of each lesson, use these statements:</p>



	<ul style="list-style-type: none"> <li>— Green if they are very confident they have met the learning outcomes.</li> <li>— Amber if they feel they have had partial success in meeting the learning outcomes, but some more work may be needed.</li> <li>— Red if they feel they have made little or no progress towards meeting the learning outcomes.</li> </ul> <p>Ask students to choose which card/page they are going to show for each of the following questions:</p> <p>No.1 Do you understand what online sexual coercion and extortion means and how young people can be manipulated online?</p> <p>No.2 Do you recognize online sexual coercion and extortion and blackmailing young people for sexual material and/or money is a crime?</p> <p>No.3 Can you recognize how people online may try to establish a relationship with young people and gain their trust?</p> <p>No.4 Can you recognize how people online may use technology to deceive young people?</p> <p>No.5 Do you have a better understanding of how to protect your profile online?</p> <p>No.6 Do you have a better understanding of how to communicate safely online?</p> <p>No.7 Do you know where you could access help and support if you or someone you know is affected by online sexual coercion and extortion? (see victim of a cyber threat in annex)</p> <p>This activity encourages students to think about their learning and is an instant assessment of how well the class has understood the lessons. It will also highlight areas that may need clarification or further attention and information.</p>
<b>Tips and hints</b>	<p>This lesson seeks to raise awareness among young people of some of the issues around grooming. Clearly young people are going to use the internet and mobile technologies as a means of communication. Many adults, (parents and teachers) find it difficult to understand the attraction of some of these new communication technologies, but whether we are able to feel comfortable with them or not, we have to recognise that they are the preferred method of communication for our young people. When we talk about these issues, it is important not to overreact. The risks do not merit a moral panic, and nor do they warrant seriously restricting children's internet use because this would deny them the many benefits of the internet. Indeed, there are real costs to lacking internet access or sufficient skills to use it.</p>
<b>Safety measures</b>	<p>Some children and young people will be much more aware of grooming as a potential risk when using online and mobile communication. Having mixed ability groups and possibly single gender groups will allow a more in depth and informed discussion.</p>
<b>External reference and Resources</b>	<p><a href="https://www.teenissues.co.uk/sexting-what-how-say-no.html">https://www.teenissues.co.uk/sexting-what-how-say-no.html</a>  <a href="https://www.europol.europa.eu/media-press/newsroom/news/europol%E2%80%99s-%E2%80%98say-no%E2%80%99-campaign-travels-to-western-balkans-0">https://www.europol.europa.eu/media-press/newsroom/news/europol%E2%80%99s-%E2%80%98say-no%E2%80%99-campaign-travels-to-western-balkans-0</a></p>
<b>Partner/ Author</b>	<p>CPM- Centrum Prevencie Mladeze Slovakia</p>

## Annex. 1

### Communicate safely online

Once you send a photograph of yourself via your mobile (known as a "sext" rather than a text message) you have lost control of that image. You may truly believe that the recipient of your photograph will keep it private but photos can still be viewed by others if:

- Friends or family borrow the phone and see them.
- The phone is left unattended and accessed by others.
- Photos are sent to other mobile phone users.
- Anyone uploading photos from the phone to a computer or the Internet.
- Photos are posted to social media sites, websites, blogs, photo sharing sites, etc.
- Others take photos from Internet sites and post them elsewhere.
- Photos are printed and distributed in hard copy.
- Sexting and Bullying

Sexually explicit photographs draw many teens into the cycle of bullying. Teens who receive the photos often believe they have "ammunition" against someone in the event of a relationship or friendship breaking up. Teens who send sexts must always live in fear that others have control of something inappropriate about them. All teens must guard against being bullied into taking such photos. Not to mention digital photos can also spread incredibly quickly from phone to phone, and once they are online can be viewed by your friends, relatives, future employers or even college/university representatives. Even if you believe others are doing the same thing, all it takes is for your photos to be given out and you can become the target of great bullying, or your photos can be given out in addition to being bullied for some other reason.

### **Warning Signs**

Recognizing a sexual predator is important to protect yourself and others. Here are some warning signs that may indicate you are dealing with a sexual predator:

1. Too quick personal questions: If someone asks for your personal information like address, school, place of work, very soon after meeting you, it can be a warning sign.
2. Inappropriate topics: If someone initiates conversations about sexual topics without your consent or interest, this is a clear red flag.
3. Pressures for secrecy: Predators often demand that you keep your communications secret. They may tell you that what you are doing is between you and you should not tell anyone.
4. Quick affection: Predators may show too much affection or admiration without knowing you well to gain your trust.
5. Sending inappropriate material: If someone is sending you sexually explicit pictures or videos, it is a clear sign that they are behaving inappropriately.
6. Suggestions for meetings: If someone pressures you to meet in person, especially if they suggest places where you would be alone or isolated.
7. Manipulative Behavior: Predators often use manipulative techniques to gain your trust or get you to do something you don't want to do.
8. Age gap: A large age gap can be a red flag, especially if an older individual seeks out younger people for personal or intimate conversations.
9. Changes in behaviour: If you find yourself starting to feel uncomfortable or change your behaviour as a result of your interactions with the person, it could be a sign that something is wrong.
10. Recommendations to ignore the rules: If someone encourages you to ignore the rules or warnings (eg ignore age restrictions on social networks), this can be a red flag.

If you suspect that you are communicating with a sexual predator, it is important to stop communicating, block the person and report it to the appropriate authorities or responsible adults. Your safety and well-being are paramount.

## **A victim of a cyber threat**

If you become a victim of online sexual harassment, it is important to act quickly and strategically to protect yourself and your safety. Here are the steps you should take:

### **1. Stop communicating with the blackmailer:**

- Immediately stop responding to the blackmailer's messages or requests.
- Block the person on all platforms where you communicate with them.

### **2. Do not distribute content:**

- Do not succumb to pressure and do not comply with the blackmailer's demands.
- Refrain from further sending any material or personal information.

### **3. Gather evidence:**

- Keep all messages, emails, pictures and any other communication with the blackmailer.
- Take screenshots of conversations and any threats.

### **4. Report the incident:**

-Police: Contact local law enforcement and report the incident. Give them all the evidence you have collected.

- Online platform: Report the blackmailer's profile or account on the relevant social network or online platform where the communication took place.

- Help center for victims: In many countries there are organizations and hotlines that provide support and advice for victims of online sexual abuse.

### **5. Protection of personal data:**

- Review and adjust your privacy settings on all social networks and online accounts.
- Change passwords on all important accounts and use two-factor authentication where possible.

### **6. Seek support:**

- Tell someone you trust about the situation, such as family or friends.
- Seek professional psychological help if you feel emotionally or psychologically drained.

### **7. Be careful:**

- Avoid clicking on suspicious links or downloading unknown files.
- Be careful not to share your private information and materials with strangers online.

### **8. Legal assistance:**

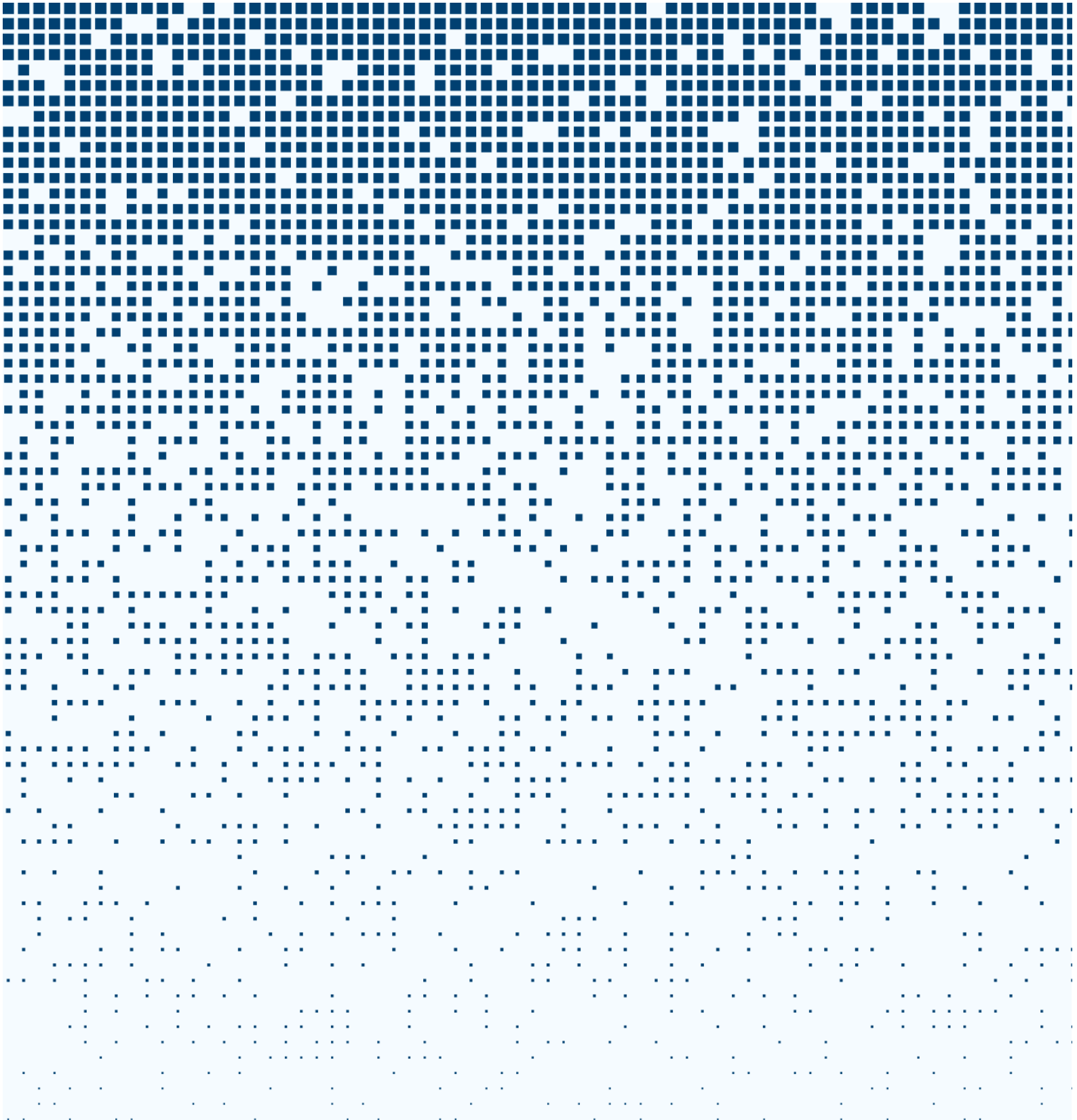
- If you feel it is necessary, seek legal advice about your rights and options.

Remember that you are not to blame for what happened. Blackmailers are responsible for their bad behaviour and it is important that you protect yourself and seek the support you need.



This Document is published under an [Attribution-NonCommercial 4.0](https://creativecommons.org/licenses/by-nc/4.0/) International license [CC BY-NC].





# Conscious Youth Behaviours in Emerging Realities

Erasmus+ KA2 Cooperation Partnerships in School Education

[Reference n. 2023-1-EL01-KA220-SCH-000156982]



Co-funded by  
the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.